

NLWJC - KAGAN

EMAILS CREATED

ARMS - BOX 012 - FOLDER 005

[5/21/1997 - 6/4/1997]

IDEA and Discipline

Q. I am concerned about keeping our schools safe and disciplined. I understand that the new special education law (IDEA) just passed by Congress still makes it difficult to discipline disruptive students who are disabled. How can the other students learn if teachers can't maintain order?

A. First, let me point that the federal special education law, first passed in the 1970's, has been essential for providing education opportunities for children with disabilities. Before that law was passed, many children with disabilities were denied an education. Since the law was passed, educational opportunities for children with disabilities have increased dramatically, because the law guarantees an education to these children. This is a good thing, because the education of every child is important, because education is the way for for all of our people to become productive and independent citizens. I am proud to be able to sign, next month, the bill continuing this law in effect.

Second, I agree that it is very important for all children that classrooms be orderly places where children can learn and teachers can teach. While maintaining the responsibility to provide children with disabilities with a free and appropriate education, this new bill strengthens the ability of teachers and principals to deal with disruptive or dangerous students, including those with disabilities. It does this by:

- making it easier for principals to remove children with disabilities who bring a gun, weapon or drugs to school, or who pose a danger to themselves, their teachers or their classmates from the classroom, while continuing to provide them with an education in another setting.
- making it easier to address a child's behavior problems early on -- before they get out of hand -- by requiring that these be considered in the development of an Individual Education Plan, and by making the regular classroom teacher a part of the team that develops the plan.

Finding the right balance between the protection of individual rights and the needs of a larger group is often a difficult issue. I am pleased that the Congress, with an overwhelming bipartisan majority, has found a way to strike that balance.

Goals 2000 and School-to-Work Controversies

Q. Aren't these tests just another version of your Goals 2000 program, in which the federal government promotes outcomes-based education, politically-correct history, and a federal takeover of our schools?

A. No. Goals 2000 provides federal support for state and local efforts to raise academic standards in the basic skills and core academic subjects, and for local, bottom up efforts

to improve teaching and learning. There are no federal standards or curriculum, and no requirement for outcomes based education or any other particular approach.

With regard to a "federal takeover" of local schools, that simply isn't accurate. Goals 2000 supports local control, not federal control. You don't have to take my word for this. Harrison County and some 40 other school systems in West Virginia have received Goals 2000 funds. You should ask teachers, principals, school board members or parents in those communities if Secretary Riley and the U.S. Department of Education, have come in and set their curriculum or otherwise tried to tell them what to do.

The national tests we are discussing today are focused on basic reading and math skills that all students should master. They are not part of Goals 2000 in any way, and you don't have to give the tests in order to keep receiving Goals 2000 funds. However, I believe every states should participate in Goals 2000 and in these tests. They are both ways of helping our students reach for the highest possible standards.

Q. The School-to-Work program has been somewhat controversial in West Virginia. Is it true that School-to-Work tracks kids into inferior programs of study with low academic standards and requires them to make job decisions in elementary and middle schools?

A. No. The School-to-Work Program is designed to give students the academic and on-the-job-training to prepare them for high skill jobs and further education. School-to-Work does not in any way track students into certain career paths, nor limit their options. It gives students and parents information and opportunities to explore a wide range of career options, and it helps make sure that students learn basic and advanced academic skills that will prepare them either for work or for college.

Testing and Standards Issues

Q. Do you believe students should be required to pass these tests in order to be promoted to the next grade level?

I believe that if we set standards for students, they should be required to meet the standards in order to be promoted from elementary to middle school, from middle school to high school, and before graduating from high school. When I was Governor, we required students to pass an 8th grade test before moving into high school. While some students had difficulty passing the test the first time, almost everyone did ultimately. We gave extra help to students who needed it, including summer school. And over time, the percentage of students who passed the test on the first time increased, as students, teachers and parents came to understand how well the did mattered.

I believe every state should require students to meet standards before they move on. Every state gives their own tests, in addition to these national tests. Each state will need

to decide what the best combination of tests would be.

Q. You say these are "national, not federal" standards and tests. What exactly does that mean, especially since the U.S. Department of Education is going to develop them?

A. It means that while the federal government will fund the development of the tests, it is not in charge of what the tests measure, when they are administered, or how they are used in schools and communities around the country.

The tests will be based on the existing National Assessment of Education Progress, which is already used in more than 40 states. The content for these tests -- the reading and math skills they measure -- have already been determined by outside groups of teachers, curriculum specialists and others, and by agreement of state education officials. These content frameworks for reading and math are widely accepted and are based on widespread input, and strong state involvement. They truly are national standards, built from the bottom up. And they are challenging for our youngsters. The new tests I have proposed will measure the same math and reading skills that NAEP already measures.

The federal government will pay for the development of these tests, just as it helps pay for other research and development in education and other policy areas, and just as it has paid for the National Assessment of Education Progress for almost 30 years. Providing good information and good tools to improve our schools has long been part of the federal government's role in education, and should remain so.

Vouchers

Q: I think voucher programs provide an opportunity to some parents they otherwise would not have -- to send their child to a private or parochial school. What is your position on school vouchers?

A: I believe there are better ways to provide greater school choice to students and their families. One very good way is to have every state pass a charter school law that allows parents and teachers to start new public charter schools that stay open only as long they do a good job. In fact, I have proposed nearly doubling the charter school start-up program (to \$100 million next year) to help start 3,000 charter schools over the next several years.

While I support public school choice, I oppose federally funded tuition vouchers for private elementary and secondary schools. I also oppose state funded and locally funded vouchers, which take money away from public schools.

Budget-Related Questions

Q: Why doesn't the budget plan include help for school construction?

A: This is a critical need, and I have proposed a plan for jump-starting State and local school construction and renovation efforts. Unfortunately, there was considerable resistance in the budget negotiations to including it in the agreement. I am disappointed that it could not be included.

- We should remember that if we failed to reach agreement on a balanced budget plan, that would have made local school construction efforts more difficult, by raising interest rates.
- On balance, the agreement was a tremendous success on education overall.
- Within the context of the agreement, I will continue to look for opportunities to address this problem.

Q: Won't Your HOPE Scholarship plan cause college tuitions to go up even more than they already have been?

A: Actually, Federal aid does not seem to have much of an effect on tuition costs. When Federal college aid was rising in the 1970s, real college tuitions remained fairly steady. But when real Federal aid dropped slightly during the 1980s, that is when tuitions rose most sharply. One study suggests that is partly because colleges are trying to provide aid to the lowest-income students, and to do that they increase tuition for everyone else. By restoring the Federal government's commitment to financial aid -- for both low-income and middle-income families -- we are helping to reduce one of the pressures that increases tuition and fees.

Q: Will the IRS be looking at my grades to see if I'm eligible for the HOPE Scholarship??

[NOTE: On Sunday, Frank Raines told CNN that “we think that having the IRS trying to enforce grades may be going a little too far, and we’re going to try to find a way to simplify the program.”]

A: The IRS would not be looking at student transcripts. But I do want to make sure that we are not only helping people pay for college, but also that they have an incentive to work hard once they are there. A new study from Georgia State University suggests that the grade requirement in Georgia’s HOPE Scholarship plan has helped some of the borderline students, those who started out very close to the B average, to perform better in college.

I have gotten some feedback about the grade requirement in my HOPE Scholarship plan, and Secretary Riley and Secretary Rubin will be working closely with Congress to make sure that we encourage students to work hard, but that we do it in a simple way, without imposing any undue burdens on taxpayers or colleges.

Q: DOES THE BUDGET AGREEMENT CUT STUDENT LOANS?

A: No, it will not affect student loan borrowers in any way. There are some savings to taxpayers that we can achieve by making government more efficient and reducing subsidies to middlemen -- something that I proposed in my Budget in January -- and the negotiators agreed to some of those changes to help bring the deficit down by \$1.7 billion. But the agreement makes it clear that there can be no cuts in benefits or availability of loans. (And colleges may continue to choose to participate in the Direct Loan program or the guarantee system).

Q: WITH THE TAX CUTS, WILL THERE BE ANY MONEY LEFT FOR EDUCATION PROGRAMS?

A: The budget agreement includes *the largest increase in our investment in education in 30 years, and the largest single boost in college aid since the G.I. Bill*. It includes:

- **Roughly \$35 billion in tax cuts for higher education**, consistent with the HOPE Scholarship and \$10,000 tax deduction.
- **Pell Grant Expansion**. Includes the largest increase in two decades -- a funding boost of 25%. The maximum award will reach \$3,000, an increase of \$300. In the 1998 budget alone, an additional 348,000 students will receive grants: 130,000 young people from moderate-income families, and 218,000 low income students over the age of 24.

- **Technology Literacy.** Double funding to help ensure that computers are in every classroom, every classroom is connected to the Internet, all teachers are trained, and that high quality software and on-line resources are available to help schools integrate technology into the curriculum so that students can become technologically literate.
- **Head Start.** Continued expansion toward my goal of 1 million kids in 2002.
- **America Reads.** A child literacy initiative consistent with the America Reads Challenge, to mobilize volunteers to help every child learn to read well and independently by the end of third grade.
- **Job Corps and other Job Training.** A 12% increase for job training programs, including continued expansion of Job Corps

Q: WHY HAVE COLLEGE TUITIONS BEEN GOING UP?

A: Between the 1990-91 academic year and the 1995-96 academic year, overall price inflation was only 17 percent, but the average tuition and fees at public colleges increased by 31 percent and at private colleges increased by 33 percent. Some of the increase is the result of research and staffing costs that increased faster than inflation. At the public colleges, funding from State legislatures did not grow as fast as costs did. And at private colleges, while tuition went up, so did financial aid that the college was providing (in other words, not everyone was actually paying the full tuition and fees).

Q: WHAT IS THE READING PROGRAM THAT WAS INCLUDED IN THE BUDGET DEAL?

A: The agreement includes my plan to help make sure that every child learns to read well and independently by the end of third grade. Secretary Riley and Harris Wofford, the CEO of the Corporation for National and Community Service, will be working with Congress on some of the details. What I have proposed includes:

- **America's Reading Corps:** 25,000 reading specialists and 11,000 AmeriCorps members serving as recruiters and coordinators, to enlist an army of one million volunteer tutors.
- **Parents as First Teachers:** Grants to foster effective programs that help parents help their children to become successful readers (e.g. HIPPI).

- **Head Start expansion.**

Q: DOES TUTORING MAKE A DIFFERENCE? AREN'T TEACHERS MOST IMPORTANT.

A: Even the best teachers will tell you that some children need extra help outside the classroom hours in order to catch up. And the research shows that tutoring programs that provide consistent help, with trained tutors, can make a big difference. For example:

--In Simpson County, Kentucky, 25 AmeriCorps members helped second graders jump 3 reading levels in one year

--At Hands on Atlanta, in the first three years of AmeriCorps involvement, the schools have seen an 11 percent increase in performance on national standardized tests in reading and in math, and 25 percent fewer discipline problems.

--At Reading One-to-One in Texas, with just a semester of tutoring, children improve one full reading level.

Q: How will these tests affect students who participate in home schooling?

A: In a legal sense, it will not affect those students at all. No student in a home school will be required to take these tests, though they will be able to if they want to. Every parent will have access to the tests on the Internet each year, so if they want to see for themselves how well their students are measuring up against these standards, they can find out.

Q. One of your goals is to make sure every 12 year old can log on to the Internet. I don't want my 12 year old to see some of the pornography on the internet. What are you going to do about that?

Answer: I am committed to ensuring that our children do not get exposed to indecent material and will take all constitutional measures to make sure that they don't. I signed the Communications Decency Act and we are currently defending that law in court. If the Act is invalidated, I will carefully consider alternative routes to the same goal. We are also exploring a V-chip for the Internet that will help parents screen out this kind of material.

WEST VIRGINIA STANDARDS TOWN HALL MEETING
Thursday, May 22, 1997

DRAFT Q & A's for the President

National Standards/National Tests

Question: **Standards:** Why is the development of national standards so important *now*?

Answer: Student achievement is not improving fast enough. Today's economy demands higher and higher levels of skill and education to succeed in all types of jobs and far too many children are not meeting the standards that will prepare them for tomorrow. High standards pull young people up and encourage them to work harder and create high expectations for themselves. They also provide a benchmark for parents and teachers for what children should know and whether they are learning it. Places that have set high standards have made progress in student achievement. I want that improvement for *all* our children.

Question: **Standards:** How are you going to ensure that all children can meet these high standards?

Answer: First, these tests, together with state and local tests, will help help teachers and parents know which children need help and what help they need.

Second, these tests are about lifting our students up, not putting them down. We must make sure that our students have safe and orderly classrooms, well prepared teachers, access to good textbooks, computers and other technology that will connect them to the information superhighway.

I'm doing my part to help by making sure that the federal government makes a substantial investment in education. And Secretary Riley and the Education Department will continue to provide information on the best practices in each area. But the primary responsibility lies here with those of you in this room -- parents, teachers and principals, school board members, others in the community and state and local officials. You have the responsibility to come together and provide our students with the preparation they need, for these standards and for the future.

Question: **National Test.** What are you doing to support participation of students with disabilities in the 4th and 8th grade assessments you are developing?

Answer: We must expect more of all our children, including those with disabilities. The Department of Education, which is working with education experts to help develop the tests, will make the 4th grade reading and 8th grade math tests available to states and schools in formats accessible to students with disabilities. In addition, schools will be able to get technical assistance and other support to help ensure that students with disabilities are appropriately included.

Question: Why 4th grade reading and 8th grade math?

Answer: Reading and math are two of the most basic skills. Children can't move ahead in school in any subject if they can't read English by the 4th grade. And 8th grade math is a pivotal point in terms of making sure that a student has mastered the mathematics she needs to move forward in high school and go to college or into the work place.

Children go to school for the first three years of grade school to learn how to read, so they can spend the rest of their years reading to learn. There is a strong link between low reading skills, falling behind in school, disruptive behavior, and dropping out. Yet, about 40% of our children are not learning how to read well and independently by the end of third grade, decreasing their chances of succeeding in school and in life. We need to change this.

8th grade math is also a critical turning point for students. At that point, students need to have mastered the basics of math -- including the foundations of algebra and geometry -- so they are prepared to go on and take the harder math and science courses they need for college preparation or jobs right out of high school. In our high technology, international economy, our students will need to know more mathematics than most of us adults learned. And, having good math skills is increasingly a prerequisite for getting a good job, students who don't take algebra and geometry are much less likely to go to college than students who do.

Unfortunately, right now, the United States is below the

international average in math at 8th grade. We can do better. Many more young people should be taking algebra by the end of the 8th grade so they can take more advanced course in high school. That is what most 13 year olds are doing around the world.

Only 25% of our 8th graders have learned algebra -- as opposed to almost 100% of students in other industrialized nations. Having a national benchmark in math at 8th grade will show whether our students are where they should be.

Question: What about other national standards that have been developed in subjects like science and history? Do you support those? Why do you focus so much on reading and math?

Answer: There have been excellent voluntary national standards produced in several subjects, such as math, geography, and civics, that many states and districts are finding useful as they develop their own state and local standards. Other proposed standards, such as the controversial history standards, have not been as successful. At the national level we are focusing on reading and math because they are the first basics, and there is a grassroots, national consensus that every student needs to master these two core subjects.

Question: Isn't 4th grade too late for a reading test?

Answer: No. Children are expected to have made the transition from learning to read to reading to learn by the 4th grade. This is the critical turning point -- and the point we should measure to see that all our students are making it.

Of course, a short national test in reading does not replace what teachers and parents have always done -- paying attention to children's progress in learning to read all through the critical early childhood years.

Question: How will these tests differ from existing tests? What will they tell us that we don't already know?

Answer: These tests will provide information to parents and teachers about individual student scores and how close a child is to reaching high national standards. Currently, there is no way of knowing whether your child's progress or your child's school is measuring up to national and international standards. Now, each state sets its own

standards, and some are more difficult than others, so it is difficult for parents to tell how well their child is actually doing compared with tough, meaningful national and international benchmarks--the kind they will be judged against in the real world. These tests will give parents and teachers, wherever they live, an opportunity to know how their children are doing.

Question: Who decides what is on the tests?

Answer: The tests will be based on the widely accepted frameworks of the National Assessment of Educational Progress (NAEP). These frameworks are developed by nationally recognized teachers and other educators and community leaders, with input from thousands of interested parents, teachers and others interested in education.

At present 43 states -- including West Virginia -- participate in the NAEP and have agreed that the NAEP frameworks in reading and math are good standards for what students should know in these critical subjects.

Question: Will the federal government have my child's test score? Will it be private?

Answer: The federal government will not be collecting individual student scores. It will be up to states and communities to do that, if they choose to and they will have to keep individual student scores confidential.

Question: What will happen to students who fail the test?

Answer: We are developing these tests so that parents and teachers get accurate information about how students are doing in relation to challenging national and international standards. I believe we should give extra help--in class, special tutoring after school, summer school if necessary--to students who need it. It is up to states, community leaders, teachers and parents to determine how they will respond to such needs in their community.

Likewise, it will be up to each state and community how they want to use the test results -- and what sanctions they want to provide schools and students who aren't doing well. I have encouraged

states and school districts to make sure that students are ready to advance from school to school, and to hold teachers and schools accountable for student performance.

Question: Do you believe students should be required to pass these tests in order to be promoted to the next grade level?

Answer: I believe that if we set standards for students, they should be required to meet the standards in order to be promoted from elementary to middle school, from middle school to high school, and before graduating from high school. When I was Governor, we required students to pass an 8th grade test before moving into high school. While some students had difficulty passing the test the first time, almost everyone did ultimately. We gave extra help to students who needed it, including summer school. And over time, the percentage of students who passed the test on the first time increased, as students, teachers and parents came to understand how well the did mattered.

I believe every state should require students to meet standards before they move on. Every state gives their own tests, in addition to these national tests. Each state will need to decide what the best combination of tests would be.

Question: How much will it cost to give the tests?

Answer: The total cost of developing the new tests will be between \$10 - 12 million per year in 1997 and 1998. The cost of administering the new tests is estimated to be \$10 - \$12 per student, and I've proposed that the Department of Education reimburse these costs for the first year. This investment is more than worth it to make sure we are doing all we can to help students master the basics.

Question: How will you ensure that teachers are prepared to help students meet these high standards?

Answer: Making sure that our teachers are prepared to teach to these high standards is a shared responsibility, primarily among school systems, colleges and universities, states, and the teachers themselves.

We must do a better job of preparing teachers before they get to the classroom, and helping them in their first several years. And we have to help teachers keep learning while they are on the job.

We also need standards of excellence for teachers and we've got to reward excellence. That's why I support the National Board for Professional Teaching Standards, which has developed tough teacher standards. Today they are only about 500 nationally board certified teachers in the country, and none in West Virginia.

I think we need at least one master teacher in every school. I hope West Virginia will take steps to do this and I have put money in my budget to help.

Question: How will these tests affect students who participate in home schooling?

Answer: In a legal sense, it will not affect those students at all. No student in a home school will be required to take these tests, though they will be able to if they want to. Every parent will have access to the tests on the Internet each year, so if they want to see for themselves how well their students are measuring up against these standards, they can find out.

Education--General

Question: **Parental Responsibility:** What can you do to make sure parents understand what they need to do to make sure their children are ready to start school, and how they can help their children as they go through?

Answer: Over thirty years of research shows that family involvement in children's learning is critical to their child's success. There are lots of things parents can do to help their children start school ready to learn. I strongly urge parents to read to their children starting in their earliest years. Schools can provide a welcoming atmosphere for parents, while local employers can help by giving paid leave for employees to be involved in their children's schools, or provide other means for employees to attend parent-teacher conferences or volunteer as tutors or mentors. Some of the best employers do it.

Question: **Parental Responsibility:** What about parents who can't read and write, or have other limitations? How can they help their children get ready for and successfully proceed through school?

Answer: Every parent can help, from the first days of a child's life--by talking and singing to them, paying attention to them, and helping them learn their colors and shapes. All parents can help their kids in other ways by showing up at school events, asking kids if they need help and getting it for them, being active in school activities, and giving them a place to do homework and making sure they do it. Through programs like Adult Education and Even Start family literacy we support local initiatives that assist parents to gain the skills they need to help their children and build a better life for themselves and their families.

Question: **Business Community Partnerships:** More and more, we are finding the need for employees with higher levels of training than we are seeing coming into the workplace. How can employers like me help ensure that more highly qualified candidates will enter the workforce?

Answer: The business community knows as well as any how important high standards are in educating our youth. All over the country,

businesses have successfully forged partnerships with their local school communities to provide resources like apprenticeship and mentoring programs, after school programs, etc. Last month, over 200 high-tech industry leaders who hire graduates from across the country endorsed my standards and testing initiative because they know first hand how important it is to have highly skilled graduates entering their workforces. You can help by partnering with your local school community.

Question: **Teacher Salaries:** I'd like to become a teacher and I think I'd be a good one. But I can't afford it. Is there anything the government can do to make teacher salaries greater?

Answer: You set the salary for teachers here in West Virginia, just as states and local school districts do across America. In this state you have made substantial progress on teachers' salaries during the 1990s. Through income-contingent student loans, I have worked to make it easier for college graduates to enter teaching or pursue other service-related professions where starting salaries are relatively low.

Question: **Safe Schools:** There are stories all the time about people walking into schools and shooting kids, fights, drugs, etc. What is the government doing to stop it?

Answer: I have challenged all schools to put in place high standards of discipline and behavior along with tough measures to keep guns and drugs out of schools. Last year I protected the Safe and Drug-Free Schools and Communities program that supports school security, and drug and violence prevention programs in 97 percent of our country's school districts. I also support school uniforms as one way to deter school violence, and have encouraged communities to enforce truancy laws.

Question: The School-to-Work program has been somewhat controversial in West Virginia. Is it true that School-to-Work tracks kids into inferior programs of study with low academic standards and

requires them to make job decisions in elementary and middle schools?

Answer: No. The School-to-Work Program is designed to give students the academic and on-the-job-training to prepare them for high skill jobs and further education. School-to-Work does not in any way track students into certain career paths, nor limit their options. It gives students and parents information and opportunities to explore a wide range of career options, and it helps make sure that students learn basic and advanced academic skills that will prepare them either for work or for college.

Local Questions/Issues: (The following questions were derived from a set submitted by Bob Kittle, Harrison County School Superintendent, who gathered a group of teachers, students and business and community leaders to draw up questions they believed the community would like the President to address).

Question: **Internet Access.** With the emphasis on connecting classrooms to the Internet, how can our public school children be protected from the harmful aspects of the Internet?

Answer: I am committed to ensuring that our children do not get exposed to indecent material and will take all constitutional measures to make sure that they don't. I signed the Communications Decency Act and we are currently defending that law in court. If the Act is invalidated, I will carefully consider alternative routes to the same goal. We are also exploring a V-chip for the Internet that will help parents screen out this kind of material.

Question: **E-rate.** E-rate funds for communications and Internet connection schools and libraries are being made on a first-come, first serve basis. Will the funds be available again and how will you ensure equity in distribution of funds?

Answer: Over the next several months, the Federal Communication Commission will work with the Department of Education and the education community to develop an easy application process for schools and libraries to follow. I have asked Secretary Riley and FCC Chairman Reed Hundt to work with local educators, communities and parents on how to help them understand the E-rate and upgrade their schools to take advantage of it. The level of the discount will be higher for the schools in disadvantaged neighborhoods and in rural schools with higher costs of connecting to the Internet.

Question: **Partnerships.** What can local school systems do to help implement the goals set by the education summits and your national initiatives?

Answer: There are lots of things that local schools can do:

- Use the national tests and set high standards.

- Help prepare teachers to become national board-certified and reward them when they do.
- Develop and enforce fair standards of conduct for all students.
- Get the whole community involved in helping young children learn to read. Pediatricians should prescribe reading to parents of infants and preschoolers. College students and others should volunteer to tutor.
- Keep working, as you are in West Virginia, to make sure every 12 year old can log onto the Internet.
- Start early in letting students and families know that they will need at least 2 years of postsecondary education.

Question: **Technology.** What can the business community do to help the educational community to stay up to date with the major technological advances that are occurring today?

Answer: The business community has been one of the biggest supporters of our education technology initiative and West Virginia is a national leader in the use of technology in the classrooms. Some 85% of West Virginia's schools will be connected to the Internet by the end of this year and 14,000 educators have been trained to use computers for basic skills instruction. I applaud Bell Atlantic-West Virginia for its commitment to wiring schools, IBM for its support of technology innovation, and Ashland Oil and others for their work on behalf of education reform here in the state.

Question: **School to Work.** How do I open my business up to the school to work program?

Answer: Business supports school-to-work partnerships because they represent an investment in people which yields access to highly trained, versatile workers who are certified and knowledgeable in all aspects of an industry. I would urge any employer interested in getting more involved to talk with their local school system and community colleges about how to participate.

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Question: **After-School Programs:** Both of my parents work. Will there be any money to have after-school programs at schools like mine?

Answer: My budget includes a new initiative to provide safe havens and to extend learning opportunities for children and their families at schools across the country. The initiative will help after-school, summer and weekend programs get started as Community Learning Centers and foster community involvement.

Question: How can we become a nation of readers?

Answer: My America Reads Challenge is pursuing several essential strategies to help our children learn to read: creating more learning opportunities to supplement classroom reading instruction; encouraging parent involvement to help children develop readiness skills for reading beginning at birth, as well as involvement throughout the school years; and bringing best teaching practices into classrooms.

The America Reads Challenge legislative proposal specifically would build on groundwork laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring. The proposal encourages family and community involvement in the education of America's children by linking AmeriCorps members, trained and qualified reading professionals, and volunteer tutors to community and school-based literacy efforts.

America Reads also calls for the expansion of Head Start to reach one million 3- and 4-year-olds; the strengthening and expansion of Title I and Even Start Programs to enhance teaching and learning during the school day, as well as family literacy efforts; and finally, challenging the private sector and community groups to work with schools and libraries.

Right now, each of us can do our part and get involved in the America Reads Challenge.

1) Instill a love of reading in your child. Parents are their child's first teachers and learning begins at home. By reading aloud to their children regularly and using TV wisely, parents can empower their children with the lifelong habit of reading and learning.

2) Call a local school or literacy program and volunteer as a reading tutor. Many community and civic groups already sponsor tutoring programs and always welcome volunteers.

3) Call 1-800-USA-LEARN and ask to get involved in READ*WRITE*NOW, a summer reading component of the America Reads Challenge.

4) Call the college or university nearest you, or your alma mater, to see if it has joined the America Reads Challenge. The best office to begin with may be the Financial Aid Offices.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:22-MAY-1997 20:22:05.00

SUBJECT: Re: The volunteer liability (S 543) bill is cleared for the President.

TO: Kathleen M. Wallman (CN=Kathleen M. Wallman/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Jennifer D. Dudley (CN=Jennifer D. Dudley/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Ellen S. Seidman (CN=Ellen S. Seidman/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TEXT:
absolutely agree.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:23-MAY-1997 09:21:34.00

SUBJECT: Re: weekly report for laura

TO: Laura Emmett (CN=Laura Emmett/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

not

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:23-MAY-1997 18:39:34.00

SUBJECT: REMINDER: Weekly 8:30 mtg. this morning in Roosevelt Room.

TO: Laura Emmett (CN=Laura Emmett/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/23/97 06:39
PM -----

Jason S. Goldberg

05/23/97 06:22:13 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: See the distribution list at the bottom of this message
Subject: REMINDER: Weekly 8:30 mtg. this morning in Roosevelt Room.

The regular weekly Monday 8:30 a.m. Senior Staff meeting will be held on
Tuesday next week --

Tuesday 5/27 at 8:30 a.m..

Message Sent

To:

Paul J. Weinstein Jr./OPD/EOP
Elena Kagan/OPD/EOP
Russell W. Horwitz/OPD/EOP
Anna M. Gomez/OPD/EOP
Susan A. Brophy/WHO/EOP
Stacey L. Rubin/WHO/EOP
JOLIN_M @ A1 @ CD @ LNGTWY
Rebecca R. Culberson/OMB/EOP
Stephen B. Silverman/WHO/EOP
Katherine Hubbard/WHO/EOP
Elizabeth M. Toohey/WHO/EOP
Phillip Caplan/WHO/EOP
Kevin S. Moran/WHO/EOP
Ann F. Lewis/WHO/EOP
Eli G. Attie/WHO/EOP
Alison E. Bracewell/WHO/EOP
Emily Bromberg/WHO/EOP
Michelle Crisci/WHO/EOP
Marjorie Tarmey/WHO/EOP
Cheryl D. Mills/WHO/EOP
Charles F. Ruff/WHO/EOP
Gordon Li/WHO/EOP
MCHUGH_L @ A1 @ CD @ LNGTWY
Julie E. Mason/WHO/EOP
Lori L. Anderson/WHO/EOP
Stephanie S. Streett/WHO/EOP
Mary Morrison/WHO/EOP
Karin Kullman/WHO/EOP
Debbie B Bengtson/OVP @ OVP
David M. Strauss/OVP @ OVP

Bob J. Nash/WHO/EOP
Laura K. Demeo/WHO/EOP
Kathleen A. McGinty/CEQ/EOP
Shelley N. Fidler/CEQ/EOP
Timothy L. Newell/OSTP/EOP
Jonathan Foster/OSTP/EOP
Nancy V. Hernreich/WHO/EOP
Cameron L. Cobden/WHO/EOP
Betty W. Currie/WHO/EOP
Katharine Button/WHO/EOP
Evan Ryan/WHO/EOP
BLINKEN_A @ A1 @ CD @ LNGTWY

Message Copied

To:

Victoria Radd/WHO/EOP
Sylvia M. Mathews/WHO/EOP
Angus S. King/WHO/EOP
Andrew J. Mayock/WHO/EOP
Laura S. Marcus/WHO/EOP
Beverly J. Barnes/WHO/EOP
Elizabeth R. Newman/WHO/EOP
Terri J. Tingen/WHO/EOP
Carole A. Parmelee/WHO/EOP
Sara M. Latham/WHO/EOP
Christopher J. Lavery/WHO/EOP
Minyon Moore/WHO/EOP
Karen E. Skelton/WHO/EOP
Elisa Millsap/WHO/EOP
Robert B. Johnson/WHO/EOP
Mark Hunker/WHO/EOP
Laura S. Marcus/WHO/EOP
MILLISON_C @ A1 @ CD @ LNGTWY

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:23-MAY-1997 16:06:15.00

SUBJECT: Re: Counties

TO: Michael Cohen (CN=Michael Cohen/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

CC: Barry J. Toiv (CN=Barry J. Toiv/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

Mike-- please do ask Ed to do this; we'll put it in next week's weekly report to the President.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:26-MAY-1997 14:18:43.00

SUBJECT: dod policy

TO: Richard Socarides (CN=Richard Socarides/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

I looked over the materials you gave me. They are now on their way back to you. Call me and let's discuss. Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:26-MAY-1997 10:46:58.00

SUBJECT: officer next door

TO: Christa Robinson (CN=Christa Robinson/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

TO: Jonathan Prince (CN=Jonathan Prince/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Bruce N. Reed (CN=Bruce N. Reed/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

TEXT:

Could the two of you get together and do up a scheduling request for the President to announce HUD's Officer Next Door program? I am sending both of you some materials on the program in case you don't have them. And Jonathan, could you make sure HUD knows that we're trying to get this on the President's schedule and that they shouldn't go ahead themselves before hearing from us? Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:26-MAY-1997 11:14:58.00

SUBJECT: yet another project

TO: Jonathan Prince (CN=Jonathan Prince/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Bruce N. Reed (CN=Bruce N. Reed/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

TEXT:

You may have noticed that the President got more press for his internet v-chip remarks than for anything else he said down in west virginia. Could you hook in with the VP's office (Don Gips seems the right person) to find out what we're doing on this issue and whether we should/could be doing more? thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:26-MAY-1997 11:07:23.00

SUBJECT: community computer centers

TO: Jonathan Prince (CN=Jonathan Prince/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Bruce N. Reed (CN=Bruce N. Reed/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

TEXT:

I'm sending you over a proposal from the CBC on establishing community computer centers. Maxine Waters is very hot to do something about this, and the President told the CBC last week that he thought it was a great idea. Frank Raines (whom Waters has talked with a couple of times about the issue) is quite receptive, so we're likely to have OMB's active cooperation. We'd like you to take the lead in getting people from OMB, the VP's office, and the relevant agencies together and making something come of this. You might also involve the people in Leg Affs who keep most directly in touch with the CBC. And keep Jose in the loop. Let me know what's happening and what you come up with. Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:26-MAY-1997 17:21:49.00

SUBJECT: shalala memo

TO: Phillip Caplan (CN=Phillip Caplan/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

Has the Shala memo on excess TANF funds gone in yet? Let me know.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:26-MAY-1997 14:31:27.00

SUBJECT: comp time memo

TO: Phillip Caplan (CN=Phillip Caplan/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TO: Todd Stern (CN=Todd Stern/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

Some time ago, just before the VP went to California for the big AFL convention, the President got a memo with discussion of a number of labor law issues, including the comp time bill. I'm about 99% sure that the President returned this memo with a note on various comp time standards. The subject came up at a meeting on comp time issues Friday, I mentioned the President's note, and Podesta asked me to try to find it. I don't have it in my files, so I thought I'd go to the source -- can one of you help? Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:26-MAY-1997 11:09:59.00

SUBJECT: computers

TO: Jonathan Prince (CN=Jonathan Prince/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:
Of course, contact Waters' office too.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:27-MAY-1997 17:40:04.00

SUBJECT: home office deduction

TO: Maria Echaveste (CN=Maria Echaveste/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

I just read your weekly. What did the President say about the home office deduction? I ask for reasons relating to our child care initiative.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:27-MAY-1997 17:35:44.00

SUBJECT: Products Liability Meeting with Congressional Staff

TO: Laura Emmett (CN=Laura Emmett/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/27/97 05:35
PM -----

PETER G. JACOBY

05/27/97 05:22:20 PM

Record Type: Record

To: Kathleen M. Wallman/WHO/EOP, Elena Kagan/OPD/EOP, Tracey E.
Thornton/WHO/EOP, Ellen S. Seidman/OPD/EOP

cc:

Subject: Products Liability Meeting with Congressional Staff

Thursday at 11am is not convenient for everyone. How about Friday at 11
am? Peter

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:27-MAY-1997 12:48:22.00

SUBJECT: Re: officer next door

TO: Jonathan Prince (CN=Jonathan Prince/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

absolutely. i pitched it hard to ann this morning for next week's radio address. I just think we should cover all bases. Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 27-MAY-1997 15:07:23.00

SUBJECT: Products Liability Meeting with Congressional Staff

TO: Laura Emmett (CN=Laura Emmett/OU=WHO/O=EOP @ EOP [WHO])

READ: UNKNOWN

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/27/97 03:07
PM -----

PETER G. JACOBY

05/27/97 02:30:27 PM

Record Type: Record

To: Ellen S. Seidman/OPD/EOP, Elena Kagan/OPD/EOP, Tracey E. Thornton/WHO/EOP, Kathleen M. Wallman/WHO/EOP

cc: Jennifer D. Dudley/WHO/EOP

Subject: Products Liability Meeting with Congressional Staff

As a followup to Friday's meeting, Bruce asked Legislative Affairs to set up a meeting with the appropriate House and Senate staff this week to outline our status on potential products liability legislation. How is everyone's availability for 11 am on Thursday? Peter

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:27-MAY-1997 17:44:59.00 .

SUBJECT: Re: community computer centers

TO: Jonathan Prince (CN=Jonathan Prince/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

laura has promised me she sent it. she's making another copy now. thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:27-MAY-1997 15:07:07.00

SUBJECT: Re: Internet V-chip

TO: Jonathan Prince (CN=Jonathan Prince/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:
lawyers are kind of cautious, aren't they?

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:27-MAY-1997 12:47:34.00

SUBJECT: Re: Internet V-chip

TO: Jonathan Prince (CN=Jonathan Prince/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

I disagree with the first. As to the second, we're not far away from an almost certainly adverse decision on CDA, so we should definitely make plans now. Also, I think it seems kind of defensive, rather than positive and affirmative to do it in that context, so I think it's fine that the President said what he said. But you needn't argue this with Gips. All you have to do is figure out where we're going from here.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:28-MAY-1997 13:31:44.00

SUBJECT: Products Liability Meeting with Hill Staff

TO: Laura Emmett (CN=Laura Emmett/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/28/97 01:31
PM -----

PETER G. JACOBY

05/28/97 12:23:52 PM

Record Type: Record

To: Ellen S. Seidman/OPD/EOP, Kathleen M. Wallman/WHO/EOP, Tracey E.
Thornton/WHO/EOP, Elena Kagan/OPD/EOP

cc:

Subject: Products Liability Meeting with Hill Staff

Let's try again. Some agreement seems to be developing around 2 pm on
Friday for the products liability meeting with Hill staff. Any problems -
let me know. Peter

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena. Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:28-MAY-1997 17:21:41.00

SUBJECT: Re: Followup on last week's meetingNSC/DPC meeting with Immigration groups

TO: Maria Echaveste (CN=Maria Echaveste/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Sylvia M. Mathews (CN=Sylvia M. Mathews/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: malley_r (malley_r @ a1 @ cd @ lngtwy [UNKNOWN]) (NSC)
READ:UNKNOWN

TEXT:

We are in the process of getting some reactions from DOJ and State to an options memo, getting a DOJ read on administrative solutions, and doing some preliminary Hill discussions -- all in preparation for sending a decision memo to the President. We hope to have everything completed and the decision memo ready for him by the end of next week, though the Hill piece might push it back a few days.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:28-MAY-1997 13:28:50.00

SUBJECT: Re: TANF

TO: Todd Stern (CN=Todd Stern/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

I think we probably will have a comment -- about how we recommend he make a major speech on some of the issues discussed in the memo, etc. Get back to me when you're ready to send. Thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:28-MAY-1997 17:18:52.00

SUBJECT: Late Term Strategy Meeting

The late term strategy meeting has been scheduled for this Friday (May 30) from 2 - 3 pm i

TO: Laura Emmett (CN=Laura Emmett/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/28/97 05:18
PM -----

Robyn Leeds

05/28/97 03:45:46 PM

Record Type: Record

To: Maria Echaveste/WHO/EOP

cc: See the distribution list at the bottom of this message

Subject: Late Term Strategy Meeting

The late term strategy meeting has been scheduled for this Friday (May 30) from 2 - 3 pm in the White House Conference Center (Jackson Rm., 2nd floor). We are in the process of inviting the groups. Please let me know if you are able to attend and any suggestions you have for the agenda. Thanks.

Message Copied

To: _____

Marjorie Tarmey/WHO/EOP

Cheryl M. Carter/WHO/EOP

Ann F. Lewis/WHO/EOP

Susan M. Liss/OVP @ OVP

Elena Kagan/OPD/EOP

Tracey E. Thornton/WHO/EOP

Janet Murguia/WHO/EOP

Ellen M. Lovell/WHO/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:29-MAY-1997 12:46:45.00

SUBJECT: Late Term Strategy Meeting Reminder

The late term strategy meeting with constituency leaders will be held tomorrow, May 30 fro

TO: Laura Emmett (CN=Laura Emmett/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/29/97 12:46
PM -----

Robyn Leeds

05/29/97 10:24:35 AM

Record Type: Record

To: Maria Echaveste/WHO/EOP

cc: See the distribution list at the bottom of this message

Subject: Late Term Strategy Meeting Reminder

The late term strategy meeting with constituency leaders will be held tomorrow, May 30 from 2 - 3 pm at the White House Conference Center in the Jackson Room (2nd floor). Maria E. will chair the meeting. Please let me know if you will be able to attend and any suggestions you have for the agenda. Thanks. I look forward to seeing you at the meeting.

Message Copied

To:

Marjorie Tarmey/WHO/EOP

Cheryl M. Carter/WHO/EOP

Sondra L. Seba/WHO/EOP

Barbara D. Woolley/WHO/EOP

Ann F. Lewis/WHO/EOP

Susan M. Liss/OVP @ OVP

Katharine Button/WHO/EOP

Jennifer L. Klein/OPD/EOP

Janet Murguia/WHO/EOP

Tracey E. Thornton/WHO/EOP

Elena Kagan/OPD/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:29-MAY-1997 17:57:53.00

SUBJECT: Re: HHS Shalala memo on excess tanf funds

TO: Laura Emmett (CN=Laura Emmett/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

I gave it to you this weekend for filing under welfare-to-work.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:29-MAY-1997 20:26:00.00

SUBJECT: Re: Late Term Meeting Draft Agenda

TO: Ann F. Lewis (CN=Ann F. Lewis/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Maria Echaveste (CN=Maria Echaveste/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Janet Murguia (CN=Janet Murguia/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Katharine Button (CN=Katharine Button/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Ann F. Lewis (CN=Ann F. Lewis/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Sondra L. Seba (CN=Sondra L. Seba/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Marjorie Tarmey (CN=Marjorie Tarmey/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Tracey E. Thornton (CN=Tracey E. Thornton/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Jennifer L. Klein (CN=Jennifer L. Klein/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

CC: susan m. liss (CN=susan m. liss/O=ovp @ ovp [UNKNOWN])
READ:UNKNOWN

CC: Barbara D. Woolley (CN=Barbara D. Woolley/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Cheryl M. Carter (CN=Cheryl M. Carter/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Robyn Leeds (CN=Robyn Leeds/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:
I agree.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:31-MAY-1997 14:37:31.00

SUBJECT: WTW -- Friday afternoon meeting

TO: Phillip Caplan (CN=Phillip Caplan/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

----- Forwarded by Elena Kagan/OPD/EOP on 05/31/97 02:37
PM -----

Barry White
05/31/97 10:18:45 AM
Record Type: Record

To: See the distribution list at the bottom of this message
cc: Maureen H. Walsh/OMB/EOP, Jeffrey A. Farkas/OMB/EOP
Subject: WTW -- Friday afternoon meeting

These notes will supplement the phone call to Elena and staff briefings in passing.

Process. To recap expected timing of next steps:

Haskins expects his draft Monday morning. He will make it available to us through Palast, who takes responsibility for getting to HHS and us. If it doesn't come directly to DPC, I'll get it there, and will get it to Stegman at HUD and Barr at Treasury (who called about all this Friday night).

Haskins is open to meeting with a small group late Monday to provide comments and input to a second draft. AS noted below, he accepts that he needs some input on several issues.

Haskins expects to be able to circulate a draft Tuesday or Wednesday at the latest, with mark up scheduled for Friday, for WTW and other matters: immigrants (grandfathering all on the roles instead of the Agreement on new applicants; deportation; sponsorship at 150% of poverty eliminates benefits; no AIDs aliens; et al -- Tarplin has a complete list); FLSA; privatization; TANF transfers for Title XX and childcare; limiting amount of high school and voc ed that can count for TANF requirements; and UI (Pennington).

Colton provided a preliminary list of minority amendments to the expected bill. (Kagan has by fax; OMB staff: in your boxes).

Colton may want Administration people at meeting of Dem LAs; she will call WH and/or Palast and Tarplin.

W&M and E&W. Haskins reported that he and the Education and Workforce committee staff have been unable to agree on a WTW design. Haskins favors competition and qualitative judgements on plans. E&W favors including the WTW money in the broad block grant approach it has approved as the replacment for JTPA. Not clear how this will play out among the members, but Haskins is drafting his way for now.

What do the cities think. Not yet clear. Some think they would accept the pass through from States approach (see below), in lieu of direct grants from the Feds. Palast is to get a straight story from the Conf of Mayors.

Content.

Some mix of competitive and formula grants. Proportion likely to be a members issue. Formula will focus on poverty and unemployment and numbers on welfare.

DOL administers.

Split between States and cities, and degree of control over money by cities not clear, but may be achieved via a statutorily required pass-through from States, as in JTPA. Substate formula based on poverty plus welfare rolls, long term recipients. The Agreement says local areas must have poverty 20% above State average, but Haskins is sceptical of reality of that figure.

Funding from State or locals has to be approved by PICs. This is confused due to limited understanding of the JTPA/PIC structure; DOL will provide some drafting clarity

One-third State match (\$1 State to \$2 Fed), with State \$ not usable to meet any other Federal match. States must meet TANF 80% MOE. 15% admin cap.

Eligible individuals are:

1. On welfare for 30 months; or
2. Have less than one year before mandatory TANF termination; or
3. Meet any two of the following four conditions (each to be defined by the Secretary):
 - a. School dropout;
 - b. Low skills;
 - c. Less than 3 of the last 12 months in the labor force;
 - d. Drug abuser.

HHS (not DOL) receives .5% of the annual appropriation for evaluation, developed in consultation with DOL. (On \$3 billion, this is \$150 million, which has to be a typo; must be .05%).

State legislature must appropriate the grant to States; role not clear for grants to cities.

Allowable activities:

Job creation, through public or private sector wage subsidies;
On-the-job training;
Contracts with job placement companies or public job placement programs;
Job vouchers;
Job retention services or support services if not otherwise available.

No performance bonuses.

Message Sent

To: _____
Larry R. Matlack/OMB/EOP
Keith J. Fontenot/OMB/EOP
Elena Kagan/OPD/EOP
Kathryn B. Stack/OMB/EOP

Diana Fortuna/OPD/EOP

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:31-MAY-1997 16:09:32.00

SUBJECT: shalala memo .

TO: Phillip Caplan (CN=Phillip Caplan/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Todd Stern (CN=Todd Stern/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

Can you put on a cover memo as follows: "Attached is a meorandum from Secry Shalala on state use of TANF monies. DPC recommends that you use some of the facts and ideas in this memo in a major speech on welfare reform sometime this summer (perhaps to a state legislature), where you would talk about what kinds of state policies promote -- and what kinds retard -- real welfare reform."

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:31-MAY-1997 15:18:46.00

SUBJECT: cloning memo

TO: Phillip Caplan (CN=Phillip Caplan/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Todd Stern (CN=Todd Stern/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

I talked with Dan Turullo and he affirmed that we need do nothing more than take out the quotation remarks in the way I indicated on the copy I marked up. I gave Dan every opportunity to demand more, but he declined. He said he understood that limitation of the ban to a particular technology, etc. was part of our policy; I said it was; he said then that's what we should say to President -- we just shouldn't constrain him (Dan) by offering the President particular language. Thanks.

May 31, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Elena Kagan

SUBJECT: DPC Weekly Report

1. Welfare -- Balanced Budget Legislation: The House Way and Means Committee is moving forward quickly on the welfare portion of the reconciliation bill. The Republicans hope to have draft legislation this Tuesday and to hold a subcommittee markup on Friday, with full committee markup to follow the next week. We briefed a bipartisan group of staff on our welfare-to-work plan on Friday. We emphasized the importance of providing a substantial portion of the money directly to cities and of applying identical program rules and requirements to cities and states. We also urged a competitive (rather than formula) program, a performance-based bonus set-aside, a wide range of allowable activities (including public sector job creation), and strong anti-displacement language. The Republicans seemed skeptical about giving grants directly to cities, but clearly have not reached any final decisions on this matter. They were agreeable to providing some portion (but not all) of the funds on a competitive basis and to including public sector job creation in the list of allowable uses. They were extremely negative about establishing performance-based bonuses or drafting any anti-displacement language that is stronger than the provision in the welfare law. We expect to get an early draft of the legislation Monday morning and to speak with the same group of staff that evening to register our concerns.

We have seen no paper on the immigrant provisions and have not yet discussed this issue with committee staffers. We have heard rumors, however, that trouble us greatly. One is that the Republican legislation, in contravention of the budget agreement, will offer benefits only to legal immigrants on the rolls when the welfare law was passed, rather than to any legal immigrant then in the country. Another is that the legislation will incorporate some of the provisions in last year's immigration bill that we successfully removed at the eleventh hour, such as the ban on Medicaid coverage for immigrants with AIDS.

We also expect the Republican legislation to address the privatization and FLSA issues. We have heard that the legislation will authorize states to privatize the entire eligibility process (excluding appeals) for Medicaid, Food Stamps, and WIC. In addition, the legislation will exempt workfare participants from the FLSA and all other federal laws; require, independent of the FLSA, that workfare participants be paid the minimum wage for any hours worked; but then authorize states to count not only cash assistance and food stamps, but also Medicaid, child care, and housing benefits toward the minimum wage. The Intergovernmental Affairs office is trying hard to keep Democratic Governors from attacking our position on FLSA and signing on to this

(or some similar) Republican proposal. Governors Chiles and Carper, however, are very unhappy with our insistence that the FLSA applies to workfare participants and may well join a coalition of governors to demand legislative changes.

2. Welfare -- Litigation: You recently asked whether the Department of Justice must oppose suits challenging the welfare law's denial of benefits to legal aliens. The Department is currently the defendant in at least four class actions of this kind. The legal theories presented by the plaintiffs in these cases vary somewhat, but focus on alleged denial of equal protection and due process to legal aliens. The Department has argued in the cases that the challenged provisions in the welfare law have a "rational basis" and fall well within Congress's broad authority over immigration. The Department believes that these constitutional arguments are strong and that a refusal to defend would undermine the federal government's ability to regulate immigration and/or provide welfare services in the future.

3. Welfare Study: A new study, by Mathematica Policy Research and the Institute for Social and Economic Development, provides one of the first glimpses of what happens to families who are dropped from the welfare rolls because they reach time limits. The study looks at Iowa's Limited Benefit Plan (LBP), under which welfare recipients who do not comply with employment and training requirements -- by failing to sign employment and training contracts or to keep appointments -- receive three months of regular cash benefits, followed by three months of reduced cash benefits, and then six months of no benefits. Mathematica found that only 17% of those initially referred to the LBP ultimately lost benefits. Another 53% rectified their situation and returned to the main welfare program, while 30% chose to leave the welfare program entirely before their benefits were scheduled to end.

Among those whose benefits ended (i.e., the 17%), recipients were equally divided between those who were working two to six months later and those who were not. Those who were working had an average income of \$170 per week, with 43% working only part-time. Forty percent of all the families terminated experienced an increase in monthly income, while 49% experienced a decline. According to the study, there was "little systematic evidence of extreme deprivation during the period of no cash benefits." The percentage of those living in emergency shelters remained at 1-2%. Other than food pantries, families did not tend to seek help from community organizations. Families did report a much greater reliance on friends and extended family members. The report notes, however, that Iowa limited its period of no benefits to six months, whereas a system that cuts people off benefits permanently might see family support decline over time and welfare recipients more likely to go to shelters or seek other private help.

4. Crime -- New FBI Statistics: The FBI will release on Sunday preliminary data on crimes reported in 1996. The data show that the number of serious crimes reported in the U.S. is down 3% since 1995 -- the fifth annual decline in a row. The data indicate that this year's decline was fueled by a 7% drop in the number of violent crimes -- including an 11% drop in the number of murders.

5. Education -- Vocational Education Reauthorization: The Department of Education will transmit to Congress early next week the Perkins Career Preparation Education Act, which would restructure the Perkins Vocational and Applied Technology Education Act. The proposed legislation generally aims to promote a stronger academic component in voc-ed programs, thereby bringing vocational education into line with broad standards-based school reform. The legislation also would consolidate 23 existing voc-ed programs into three: a formula grant to states, Tech-Prep education, and a discretionary grant program allowing the Department of Education to fund a wide variety of activities. The proposed grant to states would provide them with enhanced flexibility, removing a number of set-asides that now require states to fund programs for groups such as displaced homemakers and criminal offenders. The bill also establishes new accountability provisions and a system of performance goals and indicators. We expect the House Education and Workforce Committee to adopt much of the Administration's proposal in its bill, though it may well resist our efforts (more symbolic than anything else) to make explicit links between the programs in this bill and our School-to-Work Program.

6. Education -- Multilingual School Districts: You have said on a number of occasions that the nation has four school districts in which students speak over 100 foreign languages as first languages. We asked the Department of Education to verify this number and identify the specific school districts. According to the Department, there are now five school districts with over 100 languages and one with just under 100 languages. The five school districts are: New York City (140 languages), Prince George's County MD (128), Montgomery County MD (119), District of Columbia (116), and Fairfax County VA (over 100). In addition, Chicago enrolls students speaking 96 different languages.

7. Immigration Study: A recent study released by the National Research Council and funded by the U.S. Commission on Immigration Reform found that immigration increases the nation's total economic output by about \$10 billion each year and has little negative effect on the income or job opportunities of most native-born Americans. The study finds, however, that immigration has contributed to a 5% decrease in the wages of native high school dropouts since 1980. (For the most part, African Americans have escaped the burden on low-paid native workers because they do not generally live in pockets of heavy immigration.) In addition, the study finds that in communities and states with high concentrations of low-skilled, low-paid immigrants, taxpayers incur a burden: for example, the study estimates that because the average immigrant family in California collects about \$3,000 more in public services (including education) than it pays in taxes each year, native households in the State pay an average of about \$1,000 in taxes to provide services to immigrants. The study made no policy recommendations, but its findings could support efforts to give greater preferences to more highly educated or skilled immigrants.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:31-MAY-1997 14:38:21.00

SUBJECT: Re: draft Brady statement

TO: Phillip Caplan (CN=Phillip Caplan/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:
this too.

----- Forwarded by Elena Kagan/OPD/EOP on 05/31/97 02:38
PM -----

Bruce N. Reed
05/31/97 07:19:20 AM
Record Type: Record

To: Leanne A. Shimabukuro/OPD/EOP
cc: Elena Kagan/OPD/EOP, Michelle Crisci/WHO/EOP, Jose Cerda III/OPD/EOP,
Eli G. Attie/WHO/EOP
Subject: Re: draft Brady statement

That looks pretty good. But I think the opening paragraph should be a little more upbeat about our determination to keep handguns out of the hands of criminals. Maybe "I am disappointed in the Supreme Court's decision to rule part of the Brady Law unconstitutional. The Brady Law has kept 186,000 etc from purchasing handguns. And I will do everything in my power to make sure that we continue to keep handguns out of the hands of criminals."

The sooner we get to what we're going to do about it and the less we lament the decision, the less it will look like a total defeat.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:31-MAY-1997 16:31:08.00

SUBJECT: Re: ADAPT

TO: Christopher C. Jennings (CN=Christopher C. Jennings/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

CC: Craig T. Smith (CN=Craig T. Smith/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: palmieri_j (palmieri_j @ a1 @ cd @ lngtwy [UNKNOWN]) (WHO)
READ:UNKNOWN

CC: Sarah A. Bianchi (CN=Sarah A. Bianchi/OU=OMB/O=EOP @ EOP [OMB])
READ:UNKNOWN

CC: Nancy A. Min (CN=Nancy A. Min/OU=OMB/O=EOP @ EOP [OMB])
READ:UNKNOWN

CC: Diana Fortuna (CN=Diana Fortuna/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

CC: Cheryl M. Carter (CN=Cheryl M. Carter/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Maria Echaveste (CN=Maria Echaveste/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Jeanne Lambrew (CN=Jeanne Lambrew/OU=OPD/O=EOP @ EOP [OPD])
READ:UNKNOWN

CC: William H. White Jr. (CN=William H. White Jr./OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

ok by me too, but i agree with chris on the possible need for higher level participation.

RECORD TYPE: PRESIDENTIAL (EXTERNAL MAIL)

CREATOR: Elena Kagan@EOP@LNGTWY@EOPMRX

CREATION DATE/TIME:31-MAY-1997 16:35:00.00

SUBJECT: Re: ADAPT

TO: Christopher C. Jennings (Christopher C. Jennings@EOP@LNGTWY@EOPMRX)
READ:NOT READ

CC: palmieri_j (palmieri_j@a1@cd) (WHO)
READ: 2-JUN-1997 09:30:24.92

CC: Diana Fortuna (Diana Fortuna@EOP@LNGTWY@EOPMRX)
READ:NOT READ

CC: William H. White Jr. (William H. White Jr.@EOP@LNGTWY@EOPMRX)
READ:NOT READ

CC: Nancy A. Min (Nancy A. Min@EOP@LNGTWY@EOPMRX)
READ:NOT READ

CC: Jeanne Lambrew (Jeanne Lambrew@EOP@LNGTWY@EOPMRX)
READ:NOT READ

CC: Sarah A. Bianchi (Sarah A. Bianchi@EOP@LNGTWY@EOPMRX)
READ:NOT READ

CC: Maria Echaveste (Maria Echaveste@EOP@LNGTWY@EOPMRX)
READ:NOT READ

CC: Cheryl M. Carter (Cheryl M. Carter@EOP@LNGTWY@EOPMRX)
READ:NOT READ

CC: Craig T. Smith (Craig T. Smith@EOP@LNGTWY@EOPMRX)
READ:NOT READ

TEXT:

Message Creation Date was at 31-MAY-1997 16:30:00

ok by me too, but i agree with chris on the possible need for higher level participation.

Policy Development

One of the principal goals of the initiative is to identify the critical issues affecting race relations in this country and to propose governmental actions and policies addressing those issues. We believe we must articulate this goal forcefully from the outset, so as to prevent the media from portraying the initiative as simply a gabfest.

In discussing policy initiatives, however, we must make two points clear. First, the Administration's policy will unfold over the whole course of the initiative. We will not lay down a full set of proposals in the San Diego speech or shortly thereafter; to the contrary, we will announce initiatives throughout the year, in coordination with the town halls and other events, while reserving some of the larger ideas for the President's Report to the American People. This approach will emphasize the way in which the Administration's policy is responding to the dialogue you have set in motion and the ideas arising from it.

Second and even more important, the policy that the Administration intends to develop will not be a reprise of the Great Society. No one should expect massive new programs run by the federal government and involving the expenditure of large sums of money. Different times demand different kinds of solutions, in this area as in most others. We must make this point as strongly as possible to prevent commentators from contrasting, to our disadvantage, the size of our initiatives to earlier ones.

The Domestic Policy Council, working in close coordination with the Executive Director of the Commission, will have primary responsibility for the development of policy. In general, the DPC wants both to develop wholly new policy initiatives and to refocus or better target existing Administration initiatives (e.g., the COPS and EZ programs) to address race-related issues. To accomplish these objectives, the DPC intends to establish interagency working groups, focused on particular issue areas, that will identify the most critical problems in each area and propose both administrative and legislative solutions to them. Although the DPC will not make any final decisions until we have named an Executive Director, the DPC currently intends to form groups on employment opportunity (with the NEC), education, housing, health, and the administration of justice (including both criminal justice and civil rights law).

Some of the policies announced during the year will respond to issues arising (some of which we do not now even know about) as the Initiative moves forward. For example, one of the priority items for the DPC is to develop an action plan responding to the dramatic decreases in minority enrollment in the Texas and California higher education systems -- and the more general slowing of recent gains by minorities in college enrollment. Although work in this area has just begun, the interagency group is exploring whether and how to pressure or persuade colleges and universities to adopt new recruitment tools (including educational partnerships with certain schools) and/or facially race-neutral admission rules that effectively will achieve a racially diverse student body.

Other policies announced during the year will attempt to address longstanding problems in new and creative ways -- ways that go beyond or reorient current polarized (and increasingly

sterile) debates. For example, we might profitably reconceive the race issue in criminal justice as one that is -- not in whole, but in part -- about law enforcement authorities' failure to protect minority communities from criminality; and we might respond to this understanding by using the COPS program to increase police resources in underserved communities, expand the number of minority police officers serving those communities, and improve diversity training for all police officers. Similarly, we must recast the debate over educational opportunity within minority communities, as we already have started to do, by emphasizing the importance of creating national standards and then of providing students in these communities with the tools to meet them -- for example, by ensuring that these students get their fair share of the most experienced and qualified teachers through a combination of policies involving scholarships and loan forgiveness, enhanced training programs, and reforms in teacher licensing and certification.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 1-JUN-1997 11:49:01.00

SUBJECT: Re: Recent POTUS statements on late term

TO: Peter G. Jacoby (CN=Peter G. Jacoby/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

McCurry has certainly reiterated our veto threat, but I'm not sure anyone else has. Perhaps we should send up the same SAP with a note saying something like: "The recent amendments to the bill do not address the President's concerns and therefore do not change his position."

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 1-JUN-1997 16:36:06.00

SUBJECT: attached

TO: Andrew J. Mayock (CN=Andrew J. Mayock/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TO: Sylvia M. Mathews (CN=Sylvia M. Mathews/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

CC: Bruce N. Reed (CN=Bruce N. Reed/OU=OPD/O=EOP [OPD])
READ:UNKNOWN

TEXT:
Hope this is something along the lines of what you had in mind. Let me know if you want changes made.

===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
Unable to convert ARMS_EXT:[ATTACH.D45]MAIL430895150.116 to ASCII,
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RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 1-JUN-1997 17:37:12.00

SUBJECT: Re: Late Term

TO: Sylvia M. Mathews (CN=Sylvia M. Mathews/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:

The meeting was fine -- not great, not bad. It focused on fairly short-term things -- in particular, on whether the AMA policy can be reversed at its convention on June 23. We agreed to do a bit of thinking about whether we (in truth, HHS) could contribute to that effort. Chuck and I are meeting with the AG on Tuesday; Donna offered to send over some doctors this week (though we don't know who or when) to give a medical briefing. I think we all could use a briefing from the legislative people, but I lean toward asking for this at one of the morning meetings, rather than calling a separate meeting for the purpose.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 3-JUN-1997 06:26:12.00

SUBJECT: Re: Confirmation of Attendance

TO: June G. Turner (CN=June G. Turner/OU=WHO/O=EOP @ EOP [WHO])
READ:UNKNOWN

TEXT:
yes, thanks.

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

CREATOR: Elena Kagan (CN=Elena Kagan/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME: 3-JUN-1997 06:26:12.00

SUBJECT: Re: cloning memo

TO: Phillip Caplan (CN=Phillip Caplan/OU=WHO/O=EOP @ EOP [WHO])

READ:UNKNOWN

TEXT:

yes, can we we makes sure to send it in tomorrow morning? thanks.

supported the campaign finance reform legislation, vetoed that year by President Bush, that would have banned “soft money.” The campaign finance reform plan he proposed in May 1993 included a “soft money” ban; this proposal was passed by both chambers but was killed by a Senate filibuster in 1994.

The bipartisan campaign finance reform legislation introduced by Senators McCain and Feingold and Representatives Shays and Meehan would prohibit the use of “soft money” in federal elections.

In January, 1993, the Democratic National Committee voluntarily announced that it would restrict contributions it can currently accept under the law. It would not accept “soft money” contributions in excess of \$100,000 per year, and it would not accept contributions from individuals who are not citizens or from domestic subsidiaries of foreign corporations.

Contents of the request to the FEC

The President continues to call on Congress to enact the bipartisan legislation to reform campaign financing and ban “soft money.” In the meantime, he is formally requesting the FEC to act now, under existing law, to write new regulations banning the use of “soft money” to influence federal elections, as envisioned in the legislation. Specifically, the President is requesting that the Commission consider new rulemaking to accomplish the following:

- Prohibit national political parties (and their congressional campaign committees or agents) from soliciting or receiving any funds not subject to the limitations or prohibitions of FECA. (This action would preclude, for example, contributions directly from corporate or union treasuries, or contributions from individuals in excess of the amount an individual can give to a national party’s federal account.)
- Prohibit any federal officeholder or candidate (and his or her agents) from soliciting or receiving any funds not subject to the limitations or prohibitions of FECA. (This action would preclude the same kind of contributions.)
- Provide that any expenditure by any national, state, or local political party during a federal election year for any activity that influences a federal election (including any voter registration or get-out-the-vote drive, generic advertising, or any communication that refers to a federal candidate) must be paid for from funds subject to FECA. (This would end the allocation system, currently authorized by the FEC, under which “hard” and “soft” money are mixed for campaign activities that affect both state and federal elections.)